



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2050 N. Wilmot Road, Tucson, AZ 85712

Arizona Community Development Corporation

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Not Evaluated
2002-03	New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Jackie Trujillo
 Schedule : 07:30 AM to 06:00 PM
 Grades : K-8
 2005 Enrollment : 575
 Web Address : www.lpatucson.org
 Phone Number : (520) 721-4205
 Fax Number : (520) 721-4263
 E-mail : jtpincipal@hotmail.com

Mission

La Paloma Academy is committed to providing the highest quality education where children can achieve their full academic potential. This is accomplished by individualized instruction, low teacher-student ratios and a highly qualified teaching staff. Our goal is to provide a safe, structured environment, which encourage the development of strong family values, where a child becomes not only a well-rounded scholastic student, but also a life-long responsible citizen.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Teach core subjects: Math, Reading, Language Arts, Science, History, Health/PE, Music, Foreign Language, etc., as documented in the Arizona Academic Standards with excellence to achieve mastery. Our goal is to see 80% of our students pass AIMS.
- ü To teach character development and personal accountability that promotes positive peer relationships, strong family life and responsibility toward their community. To instill a love of learning allowing for diversity and creativity.
- ü To incorporate a service project for each classroom to encourage becoming a responsible community member. The classroom teachers will design and implement community project. Our goal is to observe the participation of at least 75% of the students.
- ü Encourage school community pride and positive peer relationships through family bonding, class bonding, and school bonding to the community. We strive for Cross-grade tutoring and mentoring, positive peer pressure and group bonding activities.

Enrollment

October 1, 2004 School Year Student Enrollment : 357
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 65

Instructional Programs

- Ü Full Computer Lab and Library
- Ü Full Athletic Program
- Ü After School Sports Programs
- Ü On-site Special Education
- Ü Free Before School Remedial Program
- Ü Free After School Remedial Program
- Ü Music Program
- Ü Saxon Math and Phonics Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

It is La Paloma Academy's responsibility to make available all policies, academic expectations, and calendars. Communication between home and school is the beginning of a true partnership. Each week both a class and schoolwide newsletter go home.

Parents

It is the responsibility of the parent/guardian to read and understand all policies and procedures and to communicate regularly with their child's teacher. Parents are ultimately responsible to see that their child is properly educated.

Transportation Policy

No transportation is available at this time.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 3rd place National Science Fair	2003
Ü Boys Basketball Champion	2005
Ü 2nd Place Winner for City-wide Math Competition	2003
Ü 2003 Spirit Award winner from the American Red Cross	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	84	79306	100	99	99	422	424	445	20	18	10	31	36	18	43	39	51	6	6	20
All Students (Prior Year)	37	69	75509	100	100	100	513	491	521	14	26	13	28	37	23	36	21	33	22	16	31
Female	21	45	38691	100	100	99	428	432	446	20	13	10	25	38	18	45	40	52	10	10	20
Male	15	38	40583	100	95	99	413	414	445	20	25	11	40	36	18	40	36	50	0	3	21
African American	NC	13	4041	NC	93	99	NC	422	426	NC	8	17	NC	46	23	NC	46	50	NC	0	10
Hispanic	14	35	32869	100	100	99	405	412	429	31	20	15	38	47	25	31	33	51	0	0	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	16	33	36197	100	94	99	434	434	463	19	19	5	19	26	11	50	42	53	13	13	31
Students with Disabilities	NC	11	10321	NC	100	100	NC	410	389	NC	55	30	NC	9	27	NC	18	34	NC	18	9
Students without Disabilities	32	73	69060	100	99	98	424	426	454	13	12	7	35	41	17	48	42	54	3	5	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	15	37	39415	100	80	96	410	416	431	27	22	15	47	43	25	20	32	50	7	3	10
Non-Economically Disadvantaged	21	47	39966	100	100	100	431	431	459	15	15	6	20	30	12	60	45	52	5	10	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	84	79395	100	0	99	434	433	446	14	13	9	31	32	25	51	49	55	3	5	11
All Students (Prior Year)	37	69	75492	100	100	100	513	501	519	17	28	12	25	25	16	42	34	47	17	13	24
Female	21	45	38743	100	0	100	444	443	451	10	8	7	35	30	24	50	55	57	5	8	12
Male	15	38	40618	100	0	99	420	422	440	20	19	11	27	36	27	53	42	53	0	3	9
African American	NC	13	4052	NC	0	100	NC	442	434	NC	0	11	NC	38	29	NC	54	54	NC	8	6
Hispanic	14	35	32915	100	0	99	419	420	426	23	17	15	46	43	35	31	40	47	0	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	16	33	36221	100	0	99	438	441	465	13	13	4	25	23	15	56	55	63	6	10	17
Students with Disabilities	NC	11	10331	NC	0	100	NC	420	388	NC	45	25	NC	18	37	NC	18	34	NC	18	4
Students without Disabilities	32	73	69139	100	0	99	439	435	454	6	8	7	35	35	24	58	55	58	0	3	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	15	37	39484	100	0	96	422	426	429	20	16	14	40	38	35	33	41	47	7	5	4
Non-Economically Disadvantaged	21	47	39986	100	0	100	442	439	461	10	10	4	25	28	16	65	58	63	0	5	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	84	78869	100	99	99	461	436	442	3	5	6	11	26	21	83	66	63	3	3	10
All Students (Prior Year)	37	68	75053	100	100	99	601	543	597	0	16	7	22	21	12	67	57	72	11	6	9
Female	21	45	38536	100	100	99	473	457	458	0	3	4	10	20	15	85	73	67	5	5	14
Male	15	38	40302	100	95	99	445	413	428	7	8	8	13	33	26	80	58	60	0	0	7
African American	NC	13	4015	NC	93	99	NC	446	430	NC	0	8	NC	23	24	NC	69	61	NC	8	7
Hispanic	14	35	32606	100	100	98	465	418	426	0	7	8	15	40	27	85	53	60	0	0	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	16	33	36078	100	94	99	454	444	459	6	6	4	6	16	16	88	74	66	0	3	14
Students with Disabilities	NC	11	10246	NC	100	100	NC	374	367	NC	27	18	NC	36	39	NC	36	40	NC	0	4
Students without Disabilities	32	73	68697	100	99	98	472	446	454	0	2	4	6	24	18	90	71	67	3	3	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	15	37	39106	100	80	95	452	431	427	0	3	8	27	35	28	67	59	59	7	3	5
Non-Economically Disadvantaged	21	47	39837	100	100	100	468	440	457	5	8	4	0	18	14	95	73	67	0	3	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	89	78906	97	100	99	483	478	498	25	24	13	16	20	19	56	55	48	3	1	20
All Students (Prior Year)	26	61	76019	100	98	100	487	471	499	20	27	14	36	46	39	4	5	14	40	22	33
Female	16	38	38644	94	97	99	481	485	500	29	20	12	21	20	19	43	57	49	7	3	19
Male	19	51	40236	100	100	99	485	473	497	22	27	15	11	20	19	67	53	46	0	0	20
African American	NC	13	4087	NC	100	99	NC	491	481	NC	17	20	NC	17	24	NC	58	45	NC	8	11
Hispanic	13	30	31938	93	97	99	480	471	481	25	28	19	25	28	25	50	45	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	15	42	36483	100	100	99	482	481	517	31	22	7	0	16	13	69	62	51	0	0	30
Students with Disabilities	NC	13	10664	NC	100	100	NC	450	430	NC	50	42	NC	30	27	NC	20	26	NC	0	5
Students without Disabilities	28	76	68310	93	96	98	486	482	509	22	20	9	15	19	18	59	60	51	4	1	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	12	36	38679	92	95	96	484	477	483	25	22	20	17	22	25	58	56	45	0	0	10
Non-Economically Disadvantaged	23	53	40295	100	100	100	483	480	513	25	25	7	15	18	13	55	55	50	5	2	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	90	78908	100	0	99	466	469	484	15	12	10	42	37	23	36	47	58	6	4	9
All Students (Prior Year)	26	61	76020	100	98	100	496	493	503	36	39	25	12	19	23	44	36	40	8	7	12
Female	17	39	38648	100	0	99	475	487	489	13	8	8	40	17	22	33	67	61	13	8	10
Male	19	51	40233	100	0	99	458	455	479	17	16	12	44	53	25	39	31	55	0	0	8
African American	NC	13	4092	NC	0	99	NC	479	473	NC	8	12	NC	25	28	NC	58	54	NC	8	5
Hispanic	13	30	31940	93	0	99	463	464	465	17	21	16	42	31	32	42	45	49	0	3	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	16	43	36502	100	0	99	465	471	502	14	5	4	50	47	14	29	45	67	7	3	15
Students with Disabilities	NC	13	10665	NC	0	100	NC	432	423	NC	40	30	NC	50	36	NC	10	31	NC	0	2
Students without Disabilities	29	77	68312	97	0	98	470	474	493	14	8	7	39	35	21	39	52	62	7	4	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	12	36	38662	92	0	96	472	466	468	17	14	16	25	36	32	50	47	49	8	3	3
Non-Economically Disadvantaged	24	54	40315	100	0	100	462	472	498	14	11	5	52	38	15	29	47	66	5	4	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	90	78750	100	100	99	487	478	500	6	9	6	36	42	29	58	49	63	0	0	2
All Students (Prior Year)	26	60	75673	100	97	100	460	481	530	32	21	12	32	36	25	36	43	58	0	0	4
Female	17	39	38586	100	100	99	504	511	515	0	0	4	27	28	22	73	72	71	0	0	3
Male	19	51	40135	100	100	99	472	451	486	11	16	8	44	53	35	44	31	56	0	0	1
African American	NC	13	4081	NC	100	99	NC	509	488	NC	0	8	NC	33	32	NC	67	59	NC	0	2
Hispanic	13	30	31841	93	97	99	482	478	483	8	7	8	42	48	36	50	45	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	16	43	36440	100	100	99	475	474	516	7	11	3	43	39	22	50	50	71	0	0	4
Students with Disabilities	NC	13	10622	NC	100	100	NC	385	415	NC	40	21	NC	50	50	NC	10	28	NC	0	1
Students without Disabilities	29	77	68196	97	97	98	500	491	513	0	4	3	36	41	25	64	55	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	12	36	38558	92	95	96	472	468	485	17	8	8	25	50	37	58	42	54	0	0	1
Non-Economically Disadvantaged	24	54	40260	100	100	100	495	486	514	0	9	3	43	36	21	57	56	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	69	78250	100	97	99	530	522	548	27	33	21	27	33	18	46	31	48	0	3	13
All Students (Prior Year)	38	70	75001	95	96	99	441	443	468	55	57	37	32	31	36	13	10	16	0	1	10
Female	15	33	38071	100	97	99	514	513	549	40	40	20	27	30	19	33	30	49	0	0	12
Male	12	36	40126	100	97	99	551	531	547	9	26	23	27	35	17	64	32	46	0	6	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	NC	20	29129	NC	100	99	NC	513	527	NC	47	32	NC	18	23	NC	35	40	NC	0	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	16	43	38320	84	93	99	531	526	568	25	27	12	25	37	14	50	32	55	0	5	19
Students with Disabilities	NC	11	9329	NC	92	100	NC	477	454	NC	80	64	NC	10	18	NC	0	16	NC	10	2
Students without Disabilities	21	58	68996	100	98	99	547	531	561	10	24	16	33	37	18	57	37	52	0	2	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	12	20	33388	100	83	94	521	521	530	33	40	32	25	20	22	42	40	40	0	0	5
Non-Economically Disadvantaged	15	49	44937	100	100	100	537	523	561	21	30	13	29	39	15	50	27	54	0	5	18

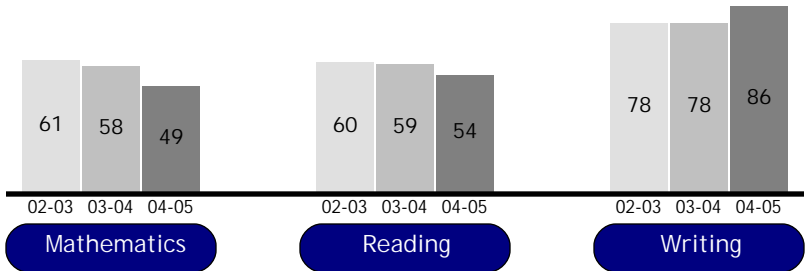
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	69	78302	100	0	99	514	509	512	8	9	11	31	28	25	58	61	57	4	2	7
All Students (Prior Year)	38	71	74918	95	97	99	482	486	497	45	38	32	8	18	19	45	41	35	3	3	15
Female	15	33	38082	100	0	99	505	504	518	13	13	8	40	30	24	47	57	61	0	0	7
Male	12	36	40166	100	0	99	526	513	507	0	6	14	18	26	26	73	65	54	9	3	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	NC	20	29152	NC	0	99	NC	488	492	NC	12	17	NC	53	34	NC	35	46	NC	0	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	16	43	38347	84	0	99	528	518	531	13	7	5	6	20	17	75	71	68	6	2	10
Students with Disabilities	NC	11	9353	NC	0	100	NC	468	429	NC	40	40	NC	30	38	NC	30	22	NC	0	1
Students without Disabilities	21	58	69024	100	0	99	528	516	524	0	4	7	29	28	23	67	67	62	5	2	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	12	20	33398	100	0	94	511	509	495	8	10	18	25	25	35	67	65	46	0	0	2
Non-Economically Disadvantaged	15	49	44979	100	0	100	516	509	525	7	9	6	36	30	18	50	59	66	7	2	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	69	78094	100	97	99	526	533	545	4	2	3	23	27	18	73	72	77	0	0	2
All Students (Prior Year)	37	70	74503	93	96	99	462	461	491	16	11	9	41	44	32	41	43	51	3	1	8
Female	15	33	38025	100	97	99	532	534	558	7	3	2	13	27	13	80	70	82	0	0	2
Male	12	36	40013	100	97	99	518	532	534	0	0	5	36	26	23	64	74	71	0	0	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	NC	20	29068	NC	100	99	NC	521	523	NC	6	5	NC	29	27	NC	65	67	NC	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	16	43	38265	84	93	99	533	541	564	0	0	2	25	24	11	75	76	84	0	0	3
Students with Disabilities	NC	11	9275	NC	92	100	NC	493	444	NC	10	14	NC	50	46	NC	40	39	NC	0	1
Students without Disabilities	21	58	68892	100	98	98	540	541	559	0	0	2	14	22	14	86	78	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	12	20	33296	100	83	94	535	544	527	8	5	5	8	10	27	83	85	67	0	0	0
Non-Economically Disadvantaged	15	49	44871	100	100	100	519	528	559	0	0	2	36	34	12	64	66	84	0	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

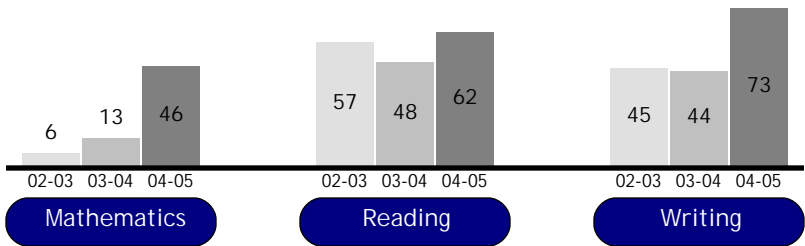
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	56	56	50	86	43	NA	58	98	44	47	47
	Language	100	41	41	43	95	29	28	50	98	48	51	47
	Mathematics	100	47	47	57	95	54	49	64	100	54	58	50
3	Reading	98	44	44	47	100	57	NA	55	100	35	36	44
	Language	100	49	49	54	100	61	55	61	100	33	36	44
	Mathematics	100	53	53	54	100	60	56	61	100	37	37	51
4	Reading	100	59	59	52	92	49	NA	56	100	45	40	48
	Language	100	51	51	48	94	48	41	52	100	50	45	49
	Mathematics	100	62	62	57	94	58	50	61	100	51	46	53
5	Reading	96	55	55	50	96	47	NA	55	100	36	40	50
	Language	100	41	41	46	100	38	33	49	100	39	42	50
	Mathematics	100	57	57	57	100	60	48	63	97	39	41	49
6	Reading	100	55	55	53	92	46	NA	56	100	51	46	51
	Language	100	39	39	45	90	34	34	48	100	54	45	47
	Mathematics	100	59	59	62	94	51	51	66	100	56	47	52
7	Reading	100	61	61	51	100	39	NA	54	100	45	46	50
	Language	100	66	66	54	100	30	30	58	100	53	52	52
	Mathematics	100	65	65	58	100	48	48	62	98	42	40	50
8	Reading	100	57	57	53	90	48	NA	55	100	50	51	51
	Language	100	55	55	49	95	33	33	52	100	51	51	50
	Mathematics	100	63	63	58	95	53	53	61	100	48	42	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 0 Non-certified Employee(s)
 2 Teacher(s)
 16 Parent(s)
 0 Community Member(s)
 17 Student(s)

Council Duties

Ü Coordinate Parent Participation
 Ü Fundraising
 Ü Community Projects
 Ü Events
 Ü Award Nominations and Selection
 Ü Homeroom Coordinator

Staffing Information for School Year 2005-06

Position

Number

Position

Number

Administrator	2.00	Teacher	25.00
Other Professional Staff	2.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years	9	1	0	0
4 to 6 years	2	1	0	0
7 to 9 years	1	1	0	0
10 or more years	2	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

Ü Locker Rooms, Multipurpose Room
 Ü Outdoor Volleyball & Basketball Courts
 Ü Computer Lab and Library

Extracurricular Activities

Ü Girls Volleyball
 Ü Boys and Girls Soccer
 Ü Boys Flag Football
 Ü Boys & Girls Basketball
 Ü Cheerleading

Social Services

Ü On-site DES Child Care
 Ü Health Services
 Ü Counseling Services
 Ü Recreational Activities
 Ü Citizenship Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

Ü Federal Stimulus Grant Award recipient. 2003 Spirit Award winner from the American Red Cross.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	4	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

It is important to develop a partnership between parents, teachers, and administration. We have worked with parents to adopt a discipline strategy for all grades, which includes a no tolerance plan for bullying and an increase in school monitors.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Raena Janes	(520) 721-4205
Transportation Policy		
Community Resources	Irma Gonzalez	(520) 881-2699
School Nutrition Programs		
Parent Organization	Irma Gonzalez	(520) 861-2699
Student Health/Nurse	Brenda Guendelsberger	(520) 721-4205

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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